NCCA
An Chomhairle Náisiúnta Curaclaim agus Measúnachta
National Council for Curriculum and Assessment

Background Paper and Brief for the review of Leaving Certificate Technology

For consultation

September 2025

Contents

Introduction

The Senior Cycle Review: Advisory Report (NCCA 2022a) was published in March 2022 following the response from the Minister for Education, Norma Foley, TD. Actions outlined in the Advisory Report include a review of existing curriculum components - subjects, modules, and programmes. In March 2022, the Minister for Education requested that NCCA undertake a series of actions to support the realisation of her vision for a redeveloped senior cycle as set out in Equity and Excellence for All (Department of Education, 2022.) One key action set out in this plan was that a schedule of senior cycle subjects and modules for redevelopment be prepared for approval by the Minister.

NCCA subsequently prepared a schedule of subjects for review, which was organised into a number of tranches. The redevelopment of Leaving Certificate (LC) Technology is included in Tranche 4, which will be completed in 2027 for introduction to schools in September 2028.

This paper provides a context for the review of Technology and has been informed by the views of teachers, school leaders and students gathered through school visits conducted in a representative sample of schools. It begins by considering the background of Technology with Section 1 presenting an overview of the current context, including consideration of relevant policy developments. Section 2 sets out how Technology related education is currently provided for within the Irish curriculum before focusing in more detail on Technology while Section 3 provides an overview of the insights gained through the school visits conducted and the lived experience of schools, teachers, and students. Section 4 considers similar education opportunities internationally and presents an overview of four different jurisdictions. Section 5 draws on the previous three sections to categorise and briefly discuss some issues identified for consideration in the redevelopment of Technology before finally setting out a proposed brief for this work in Section 6, which will guide the work of the development group.

Background and Context

This section sets out some of the significant developments in LC Technology since its initial introduction, before focusing on the education and broader policy landscape which are important contextual considerations for the review and redevelopment of Technology. For clarity, LC Technology refers to the post-primary school subject, whereas, technology in a broader sense refers to the tools, products, and systems that enhance communication, work, and everyday life by making tasks faster, easier, and more efficient.

The current LC Technology syllabus was introduced on a phased-basis from September 2007 and was first examined in 2009. At that time, Junior Certificate Technology had no natural follow-on subject at senior cycle, and Leaving Certificate Technology was introduced to provide students with continuity and progression. LC Technology was designed to equip students to confidently navigate a rapidly changing world influenced by technological advances across social, economic, work, and leisure contexts.

Since 2007, the relationship between technology, education, and society has grown more interconnected and dynamic. Rapid technological advances, changing industry practices, and the urgency of the need for climate action have reshaped how technology and its role in the world has evolved. Emerging fields such as Augmented Reality (AR), Virtual Reality (VR), Artificial Intelligence (AI), automation, 3D printing, and the Internet of Things (IoT) have introduced new opportunities and challenges, offering a timely opportunity to re-develop the LC Technology curriculum.

Technology does not operate in isolation, it both shapes and is shaped by social, ethical, and cultural factors. Education plays a vital role in preparing students to navigate this complexity. This redevelopment presents an opportunity for students to not only learn about evolving technologies and processes, but to also learn about the changing relationship between technology and society.

From a curriculum perspective, there have been many significant developments at both Junior Cycle and Senior Cycle. In line with the Framework for Junior Cycle (DES, 2015), revised subject specifications for Junior Cycle Applied Technology, Engineering, Graphics and Wood Technology were introduced in schools in September 2019. These subjects replaced the four technology subject syllabuses in Technology, Metalwork, Technical Graphics, and Materials Technology (Wood).

At senior cycle, new specifications for Leaving Certificate Construction Technology and Leaving Certificate Engineering will be introduced for all schools in September 2026, with redevelopments already underway in Leaving Certificate Design and Communication Graphics.

Related policies and strategies

Within the current education policy landscape, Minister for Education and Youth, Helen McEntee, along with Minister of State for Special Education and Inclusion, Michael Moynihan, have published the Education Plan 2025. This comprehensive plan aims to deliver a world-class education system which breaks down barriers and ensures every child can achieve their full

potential. The plan recognises a broad range of challenges and priorities, including the reality that we are living through a digital and AI revolution. It highlights that a world-class education system must include a curriculum that fully prepares children and young people to succeed and thrive in our rapidly changing world.

The Literacy, Numeracy and Digital Literacy Strategy 2024- 2033: Every Learner from Birth to Young Adulthood was published in 2024. The strategy provides definitions of literacy, numeracy and digital literacy. It also and details how the learner will experience literacy, numeracy and digital literacy at each level from early learning and care to post-primary school. The Digital Strategy for Schools to 2027 focuses on the potential of digital technology in the curriculum, placing an increased emphasis on the role of digital technology in supporting and enhancing teaching, learning and assessment and in fostering the development of essential skills like communication, collaboration, problem-solving, and critical thinking.

The STEM Education Implementation Plan to 2026 was published in March 2023. The vision for STEM education is that Ireland will be internationally recognised as providing the highest quality STEM education experience for learners that nurtures curiosity, inquiry, problem-solving, creativity, ethical behaviour, confidence, and persistence, along with the excitement of collaborative innovation (DES, 2023 p.4). A recent report on STEM education highlighted the need to actively promote and develop learners' creative and critical thinking skills, skills that are essential for the next generation. Not only does STEM education promote these skills, but it also supports the development of life skills, ingenuity and problem-solving and it promotes empathy for issues including sustainability and the natural environment (Government of Ireland, 2020 p.7).

Beyond education policy, there have been many significant developments in government policies and strategies. The United Nations Sustainable Development Goals (SDGs) aim to end poverty, protect the planet, and ensure peace and prosperity for all by 2030. The Second National Strategy on Education for Sustainable Development - ESD to 2030 sets out the government's commitment to integrating the SDGs into policy and planning at both a national and international level (Government of Ireland, 2022). The strategy seeks to integrate Education for Sustainable Development (ESD) principles into all aspects of curriculum development. The redevelopment of LC Technology can support this strategy by promoting sustainable design and responsible innovation among students.

Ireland's National Skills Strategy 2025 is a government plan to enhance the skills of the Irish workforce and increase the supply of skilled workers to meet the current and future needs of the economy and society (Government of Ireland, 2016). Several sectors can benefit from the implementation of the strategy, including the advanced manufacturing sector, Information and Communication Technology (ICT) sector, and the construction sector. This strategy highlights the importance of the quality and relevance of our education and training base, which is responsive to the changing and diverse needs of our people, society and the economy (DES, 2016 p.10).

Such broad-ranging and dynamic changes make the redevelopment of LC Technology timely. It provides a valuable opportunity to shape the curriculum so that it reflects and responds to the evolving needs of students, society, industry, and education.

Section Summary

- The current LC Technology syllabus was introduced in 2007 in selected post-primary schools, with a phased rollout to other schools in subsequent years.
- Since 2007, rapid advancements in technology, industry changes, and climate urgency have reshaped how technology and its role in the world has evolved. Innovations like 3D printing, AR/VR, IoT, AI, and automation bring new opportunities and challenges. The curriculum must develop students' skills, ethical awareness, and critical thinking to navigate technology's impact on society and the environment.
- In curriculum redevelopment, new specifications for the four junior cycle technology subjects were introduced in 2019. New specifications for Leaving Certificate Construction Technology and Leaving Certificate Engineering will be introduced for all schools in September 2026, with redevelopments already underway in Leaving Certificate Design and Communication Graphics.
- Recent national policies and strategies emphasise preparing learners for a rapidly changing world shaped by digital and AI advancements. They promote key senior cycle competencies, strengthen digital literacy and STEM education, and support the integration of sustainability and lifelong skills across the curriculum.
- The redevelopment of Leaving Certificate Technology is timely and offers a valuable opportunity to shape the curriculum so that it reflects students' real-life experiences, relates to their local communities, and responds to industry needs and societal change.

Technology in the curriculum

This section provides an overview of the opportunities for learning related to Technology currently available to students within both the junior cycle and senior cycle programmes. It then focuses on the participation rates in Technology outlining the uptake of the subject and explores the most recent subject inspection reports from the Department of Education and Youth (DEY).

Technology education in junior cycle

Junior Cycle Applied Technology

A new Junior Cycle Applied Technology specification was introduced to schools in 2019 replacing the Junior Certificate Technology syllabus.

The specification aims to:

- enable students to develop the necessary conceptual understanding, disciplinary skills and subject knowledge to investigate and solve real-life problems
- promote the enjoyment of the study of the subject while developing a curiosity about the technological world
- develop the ability of students to generate and evolve their ideas through an iterative process and communicate through appropriate media
- develop students' resilience through constructive critique and support their learning in a 'safe failure' environment
- encourage a disposition of enquiry, innovation, creativity, and self-efficacy.

The curriculum is structured around three contextual strands-Principles and Practices, Energy and Control, and Technology and Society. These are supported by four elements: Analysis and problem solving, Design and innovation, Planning, managing, creating and, Communicating. Assessment includes two Classroom-Based Assessments, alongside a project and written examination externally assessed by the State Examinations Commission.

Other areas of junior cycle

Students also have opportunities to further develop knowledge, understanding, skills and values related to Applied Technology through other junior cycle subjects such as Engineering, Graphics, Wood Technology, Mathematics, and Science, as well as through short courses like Coding.

Technology education in senior cycle

Students in senior cycle have opportunities to study technology-related subjects and modules across the Leaving Certificate Established (LCE) and the Leaving Certificate Applied (LCA) programme. In Transition Year (TY), schools have a high degree of autonomy in designing their own programme therefore technology education is a suggested area of experience for TY students.

Leaving Certificate Established

As part of their Leaving Certificate Established curriculum, there are four subject very relevant to technology education that schools can offer: Technology, Construction Studies (Construction Technology from September 2026), Engineering, and Design and Communication Graphics (DCG)..

The current syllabus for Leaving Certificate Technology was introduced in September 2007 and first examined in 2009. Leaving Certificate Technology provides students in the senior cycle of post-primary education with knowledge and skills associated with technology education. Students apply their learning creatively in a design-based approach to solving everyday technological problems, mindful of the impact on natural resources and on the environment.

The syllabus comprises core areas of study, which are mandatory, and five optional areas of study, from which students choose two.

The syllabus comprises two fundamental areas of study:

Core areas of study

The core areas of study are intended as a broad general introduction to the nature of technology. It is also intended to provide students with a consolidation, extension and refinement of the knowledge, skills and techniques acquired in the junior cycle. Students are required to study all sections of the core including *A Process of Design, Project and Quality Management*, *Materials and Production*, *Communication and Graphic Media*, *Information and Communications Technology*, *Structures and Mechanisms*, *Energy*, *Electricity, and Electronics*.

Options

The options provide an opportunity for students to undertake a more in-depth study of particular aspects of technology. Students must choose two of the following five options: *Electronics and Control*, *Applied Control Systems*, *Information and Communications Technology*, *Manufacturing Systems, and Materials Technology*.

Technology is assessed at two levels, Ordinary level and Higher level. There are two assessment components: a project, consisting of an artefact and a report/portfolio, and a terminal examination paper (DES, 2006).

The areas of learning identified above are, in general, common to both ordinary and higher levels with some designated for assessment at higher level only.

Technology in focus

This section explores participation rates in Leaving Certificate Technology drawing on statistics from the State Examinations Commission (SEC) and provides an overview of assessment for certification and insights from recent DEY reports.

Student participation

As the table below shows, the uptake in LC Technology is low compared to the total cohort of LC Candidates. However, there has been a consistent year-on-year increase in uptake since 2020.

Year	Higher Level	Ordinary Level	Total Candidates	Total LC candidates	Technology as a % of total candidates
2020	1696	161	1857	57,668	3.2%
2021	1807	153	1960	57,952	3.4%
2022	2002	142	2144	58,056	3.7%
2023	2127	140	2267	58,006	3.9%
2024	2128	169	2297	56,791	4.0%
2025	2384	149	2533	60,937	4.2%

Table 1: Number of students sitting Leaving Certificate Technology) at higher and ordinary Level 2020-2025

Assessment for certification

Technology is assessed through two components at both higher and ordinary levels.

1. Project 50% (200 marks)
2. A terminal examination paper 50% (200 marks).

Students are required to undertake a project, based on a specified thematic brief and within stated parameters. The project involves the design and production of an artefact and an accompanying portfolio. In undertaking the project, students combine knowledge and skills developed through their study of the core and chosen options. The thematic brief is typically issued by the SEC in October of 6th year and is to be completed by March.

There is one examination paper at Ordinary level (2 hours) and one at Higher level (2 .5 hours). At each level, the paper is presented in two sections (see table 2). Since the Core is mandatory, students are assessed on all main elements of the Core in Section A of the examination paper. Section B caters for the five Options and students are required to answer questions related to two of these.

The structure of the project and terminal examination paper for ordinary and higher level (pre-adjusted arrangements) are set out below.

Component	Weighting
Artefact	30%- OL 25% - HL

Report/Portfolio	20% - OL 25% - HL
Section A (Core short questions-compulsory)	36% - OL/HL
Section B (Core long questions - compulsory)	24% - OL/HL
Section C (Options long questions)	40% - OL/HL

Table 2: Project and terminal examination structure for ordinary and higher level (pre-adjusted arrangements)

Insights from Inspection Reports

As part of the scoping work for this Background Paper, a review was conducted of four subject inspection evaluations from 2022 to 2025, focusing on Junior Cycle Applied Technology and Leaving Certificate Technology. A number of insights emerged in relation to the redevelopment of this specification, such as:

- High levels of engagement were observed, particularly through collaborative learning and the use of digital portfolios.
- Additional opportunities for students to participate in advanced, student-led design activities using a broader range of materials and techniques may be beneficial.
- Enhancing student literacy in areas such as sketching, technical drawing, and note-making is also of value.

Section Summary

- Students have multiple opportunities to engage in technology-related learning across senior cycle.
- Junior cycle Applied Technology is structured around three contextual strands- Principles and Practices, Energy and Control, and Technology and Society. These are supported by four elements: Analysis and problem solving, Design and innovation, Planning, managing, creating and, Communicating. Assessment includes two Classroom-Based Assessments, alongside a project and written examination externally assessed by the State Examinations Commission.
- The study of Applied Technology at junior cycle develops the foundations for a student to continue their studies in the suite of technology subjects in senior cycle.
- While the uptake in LC Technology is low compared to the total cohort of LC Candidates, there has been a consistent year-on-year increase in uptake since 2020.
- Assessment in the current LC Technology syllabus is based on two components: a project and an examination paper. Students following both Ordinary and Higher

level are expected to demonstrate a knowledge and understanding of the syllabus content with some areas of content designated for assessment at higher level only.

- Recent inspection reports highlighted several insights regarding the redevelopment of this specification. High levels of engagement were observed, alongside recommendations to expand student-led design opportunities and to strengthen literacy in sketching, technical drawing, and note-making.

Insights from school visits

School visits were conducted as part of the scoping work for this Background Paper. A representative sample was selected from the sixteen schools that expressed an interest in becoming involved in Technology curriculum developments. The five schools were selected using criteria relating to DEIS status, gender, school size and type. Visits to these schools took place in May 2025 and involved focus group meetings with forty-nine senior cycle students, 10 teachers of Technology and 7 school leaders. The following section provides an overview of the insights gathered through these visits.

The broad context of Leaving Certificate Technology

Leaving Certificate Technology is widely viewed by both teachers and students as a relevant and engaging subject, closely aligned with the competencies needed in modern society. Its emphasis on creativity, problem-solving, digital literacy, and design-thinking positions it as a future-focused subject that appeals to students interested in real-world applications of technology. Teachers also value its capacity to build resilience, independence, and critical thinking.

Although the subject is very popular, participants identified several challenges. One key challenge was the time constraint of completing the course within the designed 180 hours. The workload associated with coursework, combined with a broad syllabus, was also seen as a barrier to effective teaching and learning. Students and teachers valued the integration of design, electronics, and materials in the subject.

Uptake of the subject by female students remains lower than among male students, though signs of progress are emerging. Some teachers noted that the redevelopment of the subject offers an opportunity to revisit the subject name, as some confusion between 'Technology' and IT may deter some students.

Teaching and learning

Participants noted that Leaving Certificate Technology continues to gain popularity in schools due to its active, hands-on, and student-centred pedagogy. This approach offers students the opportunity to express their ideas through practical tasks and project work. Across all schools, participants highlighted the importance of an active learning environment that values creativity, design, and problem-solving, while being practical in nature and centred around the student.

Teachers consistently described the subject as promoting student agency and enhancing motivation, with practical and project-based work offering meaningful opportunities to connect theory with practice. Students frequently expressed a preference for learning by doing and found the personalised nature of their practical work very satisfying.

Design plays a central role in the learning experience, although both students and teachers acknowledged its challenges. Many students expressed uncertainty about how to begin the design process and emphasised the need for more structured guidance. Some teachers suggested that a revised specification, with a more structured approach to developing design ideas before moving to manufacturing, could enhance both confidence and creativity. Peer learning was also identified as a key strength, with students collaborating and sharing ideas during project work.

A wide range of digital tools, including parametric modelling software, laser cutters, 3D printing, and coding, are used to support learning. These tools were seen as enhancing engagement and making the subject more relevant to real-world applications. Teachers also emphasised the need for flexibility in software choices while ensuring that all students develop core digital competencies.

Students and teachers valued the integration of design, electronics, and materials in the subject. However, they raised concerns about balancing the practical and theoretical aspects within the constraints of the syllabus and time available. Teachers described the challenge of managing project work while also covering required theoretical content in the 180 hours of class contact time.

Teachers also highlighted the importance of inclusive practice. Most students found the projects accessible to all students, with examples such as desk lamps and fairground rides. One student noted that the 2025 brief, which focused on sustainability, allowed them to explore personally relevant themes like fast fashion.

Assessment in Leaving Certificate Technology

The structure of the assessment in Technology is broadly accepted, while some teachers and students suggested that there is an opportunity to review the internal weightings of the project components, to better reflect the time and effort invested. Students and teachers also highlighted the potential use of technology in assessment. Some recommended using options like video interviews to explain their projects, while others suggested spreading assessments across 5th and 6th year to better manage workload and reduce stress.

Project

While some students felt the higher-level project briefs could be vague, many appreciated the autonomy and opportunity to explore their own ideas in a real-world context. The artefact, in particular, was highly valued for its creative and practical application. However, some participants felt that the equal weighting between the artefact and portfolio did not reflect the workload, suggesting adjustments such as increasing the artefact to 30% and reducing the portfolio to 20%.

The portfolio, though recognised as important for documenting a student's learning journey, was often viewed by students as a demanding workload and were frequently completed outside of scheduled class time. Students called for greater clarity, reduced length, and clearer guidance on what to include in the portfolio. Teachers echoed these concerns, recommending the use of sample portfolios and detailed marking schemes to better support students. Concerns were also raised about the use of artificial intelligence (AI) in completing portfolios.

Written examination

While some teachers and students felt the examination paper has attempted to keep the subject relevant and appealing, others expressed concerns about the broad scope of the content and the unpredictability of some questions, which some found more challenging. Students appreciated the inclusion of choice within the paper but noted that some topics felt disconnected from their classroom experience. Some teachers expressed concern at the level of calculation style questions in the examination. Some teachers highlighted the need for clearer alignment between classroom learning and the content of the examination paper and suggested that sketching and design-based

questions could be utilised more. This emphasises the importance of aligning the curriculum with pedagogy and assessment.

Practical considerations for technology education

Teachers and school leaders shared thoughtful perspectives on how to strengthen technology education across schools. A key consideration was the role of digital tools such as CAD software, laser cutters, and microcontrollers in enhancing student engagement and learning. While access to these technologies differs between schools, there is a clear opportunity to support more consistent and enriching experiences for all learners through these technologies.

The cost of materials and electronic components was also noted as a barrier that can shape the types of learning experiences offered to students of LC Technology. Schools are continuing to look at how best to manage these costs but did identify it as a challenging factor when offering the subject. In terms of barriers, the availability of qualified Technology teachers was also raised as barrier in some cases. While many schools have experienced and committed teachers, others mentioned difficulties in retaining qualified teachers in the subject area, particularly when aiming to grow the subject further in their school.

Teachers also spoke about the value of having access to professional learning opportunities, especially when new specifications are introduced. Many felt that support in using digital tools and guiding students through design processes would be helpful. They also highlighted the need for early provision of assessment guidelines, samples of students work, and marking schemes to support consistent implementation across schools.

Section Summary

- School visits were conducted in May 2025 across five post-primary schools, selected based on DEIS status, school size, gender profile, and school type. Focus groups included 49 senior cycle students, 10 Technology teachers and 7 school leaders.
- Technology is widely valued by students and teachers for its creative, hands-on nature and relevance to real-life and future careers, though concerns were raised about the breadth of the syllabus.
- Project work is highly valued, giving students the freedom and opportunities to explore personal interests. However, it also places significant demands on both students and teachers.
- Teachers emphasised the need to better integrate theory and practice, while students called for more structured guidance about how to begin the design process.
- While digital tools like CAD software, laser cutters, and microcontrollers make learning more engaging, access to them is not equal across all schools, and students expressed frustration when these technologies were unavailable.
- In assessment, teachers and students value the project but suggested adjusting the weightings at higher level to better reflect the workload-proposing 30% for the artefact, 20% for the portfolio. There were calls to reduce the portfolio workload, along with concerns about the use of AI in in completing portfolios.

- While the written examination's flexibility allows the subject to evolve, some teachers and students felt that the unpredictability of some questions increases stress and lowers student confidence.
- Uptake of the subject by female students remains lower than among male students, though signs of progress are emerging. Some teachers remain concerned about its perception.
- Teachers and school leaders highlighted the value of digital tools in supporting student engagement but noted challenges such as unequal access to technology, the cost of materials, and the availability of qualified Technology teachers. They also emphasised the need for professional learning opportunities, and the early provision of assessment supports to ensure consistent implementation.

International trends in Technology education

This section looks at subjects similar to Technology as offered to students in New Zealand, Northern Ireland, Ontario, and South Australia. It briefly covers the place and purpose of the study of Technology subjects in the senior secondary phase and provides a brief overview of curriculum content and of how the subject is assessed.

Technology in New Zealand

Context: place and purpose of Technology

Technology is a hands-on, creative subject offered as part of New Zealand's National Certificate of Educational Achievement (NCEA) and is studied in Years 11–13 (ages 15–18). It contributes to University Entrance, with students needing 14 credits at Level 3. Level 1 is no longer offered; students begin with **Materials and Processing Technology**, which leads to Technology at Levels 2 and 3. The subject develops skills like creative and critical thinking, decision-making, collaboration, and encourages exploration of interests, supporting pathways to apprenticeships, entrepreneurship, further education, and careers in design and innovation.

Curriculum

Technology in the NCEA focuses on *intervention by design*, using practical and intellectual skills to produce technological outcomes that meet real-world needs. Students plan, develop, and evaluate projects using design briefs, gaining knowledge of materials, techniques, sustainability, and health and safety. They are encouraged to be innovative and empathetic designers.

The subject develops resilience and the ability to critique established processes while building tacit knowledge through experiential learning. The curriculum is structured around four 'Big Ideas': *authentic contexts*, *creative problem-solving*, *empathetic design*, *and sustainable practice*. These link with 'Significant Learning' expectations and the key competencies of the New Zealand Curriculum.

Assessment

Assessment for Level 3 NCEA Technology is based on 12 achievement standards, assessed internally or externally. Internal tasks include developing a brief, conceptual design, or prototype, providing evidence of project management, or producing a written report. External assessment involves a digital report submitted to the New Zealand Qualifications Authority (NZQA), including visuals, annotations, and analysis, with a maximum of 10 pages. Students must achieve at least 14 credits. Teachers closely supervise assessments, with generative AI prohibited. Successful completion contributes to University Entrance.

GCE A Level Technology and Design in Northern Ireland

Context: place and purpose of Technology and Design

Students aged 16–18 in Northern Ireland typically study three A Level subjects, one of which may be GCE Technology and Design. The course is available at two levels: AS (Year 1) and A2 (Year 2), with AS also available standalone. The GCE builds on GCSE Technology and Design and prepares

students for higher education by developing subject knowledge, understanding, and practical skills in a work-related context.

Curriculum

The overarching aim is to enable students to recognise and overcome constraints in creating high-quality products. The course develops understanding of contemporary technology and design practices, enhances digital technologies, fosters creative problem-solving, supports reflective practice, and encourages a lifelong interest in innovation.

At AS level, students take:

- **AS 1**: A compulsory core in Design and Materials, and a specialist option in Systems and Control (Electronic/Microelectronic or Mechanical/Pneumatic) or Product Design.
- **AS 2**: An internally assessed coursework task involving the redesign of an existing product, producing a 3D model and portfolio (approx. 45 hours).

At A2, students take:

- **Unit A2 1**: A detailed study of their chosen specialist area.
- **Unit A2 2**: A design-and-make coursework task addressing a real-world need, producing a functional product and portfolio (approx. 60 hours).

Assessment

Assessment consists of written examinations marked externally and coursework marked internally, moderated by the Council for the Curriculum, Examinations and Assessment (CCEA). The GCE A Level award is based on AS (40%) and A2 (60%).

In AS, students complete one external written examination of two papers and a coursework task requiring a three-dimensional model or prototype representing the practical outcome of product analysis and development. The portfolio (max. 10 A3 sheets) may be submitted electronically. In A2, students sit one external written examination (2 hours) and a coursework task involving problem identification, development of a functional product with a control system or design features, and a portfolio (max. 20 A3 sheets). Assessment objectives include demonstrating and applying knowledge, skills, and evaluation strategies, with weightings varying by Unit.

Technological Education in Ontario

Context: place and purpose of Technological Education

Since 2024–25, students entering Grade 9 must earn one Technological Education credit as part of the Ontario Secondary School Diploma (OSSD). In Grades 9 and 10, Technology and Skilled Trades courses are available in fields such as Communication Technology, Computer Technology, and Technological Design. Students must also earn one additional STEM-related credit from subjects like Business Studies, Mathematics, or Science. The OSSD requires 30 credits over four years: 17 compulsory (including Technological Education) and 13 optional. Technological Education courses also contribute to optional credits in Grades 11 and 12.

Curriculum

Compulsory Courses:
Grade 9 and 10 Technological Education emphasises hands-on, project-based learning, introducing design processes, technological knowledge, precision measurement, quality control, and health and safety, while highlighting career pathways in the skilled trades.

The curriculum is divided into two broad strands:

1. **Design Processes and Related Skills** - Students develop project management, problem-solving, communication, and safe work practices.
2. **Technological Development, Impacts, and Careers** - Students examine social, economic, and environmental impacts of technology and explore career pathways.

Optional Courses:
In Grades 11 and 12, students may also choose from a range of Technological Education courses including Green Industries, Technological Design, and Transportation Technology.

Assessment

Assessment for Technological Education is based on teacher evaluations of student work, using criteria outlined by the Ministry of Education. Assessment is intended to be ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning. Teachers use an achievement chart that outlines the 'criteria' and 'descriptors' to assess students' knowledge, thinking, communication, and application of skills. These evaluations determine whether students meet the criteria for earning their Ontario Secondary School Diploma (OSSD).

Design, Technology, and Engineering in South Australia

Context: place and purpose of Design, Technology, and Engineering

Students may choose Design, Technology, and Engineering as an optional South Australian Certificate of Education (SACE) subject. The SACE is a 200-credit course over Stage 1 (Year 11) and Stage 2 (Year 12). Students must earn 150 credits, including 60 from Stage 2. Courses are 10–20 credits. Students are eligible for an Australian Tertiary Admissions Rank (ATAR) if they achieve 90 Stage 2 credits.

Curriculum

The curriculum promotes creativity, innovation, and problem-solving. Students use design and realisation processes, using critical thinking and technologies, to engineer solutions for product or system development. Four contexts provide learning opportunities:

- **Digital Communication Solutions:** Focuses on media such as app development, CAD, digital animation, and web design.
- **Industry and Entrepreneurial Solutions:** designing for industry or entrepreneurship, including aerospace, construction, product design, and software.
- **Material Solutions**: Focuses on manufacturing technologies and materials like metals, plastics, and textiles.

- **Robotic and Electronic Systems:** Involves designing electronic or robotic systems using hardware and software, such as circuit design, robotics, and renewable energy systems.

In stage 2 courses, students follow iterative design processes, analysing materials and considering ethical, legal, economic, and sustainability issues.

Assessment

Assessment includes internal and external components. In Stage 1 subjects, all student work is assessed internally by the school. For Stage 2 20-credit courses, 70% of the assessment is internal, while 30% is external, conducted through an online resource study. Students' complete assessments such as specialised skills tasks, design processes, and resource studies. The assessment design criteria focus on investigation, design development, production, and evaluation. Final grades are based on performance standards, with moderation by the SACE Board.

Section summary

- Technology education in New Zealand, Northern Ireland, Ontario, and South Australia all focus on hands-on, project-based learning. They encourage students to be creative, solve problems, and tackle real-world challenges. However, the jurisdictions differ in course structure, content, and methods of assessment.
- Technology in New Zealand is a hands-on, creative subject that develops practical and intellectual skills to create technological solutions and solve real-world problems. It builds resilience and tacit knowledge through experiential learning, focusing on creative problem-solving, empathetic design, and sustainable practice. Assessment includes internal tasks such as developing a brief, conceptual design, or prototype, and an externally submitted digital report to the NZQA.
- GCE A Level Technology and Design in Northern Ireland is available at AS (Year 1) and A2 (Year 2), building on GCSE Technology and Design. The course develops skills in overcoming design constraints, understanding contemporary technology, creative problem-solving, digital technologies, and reflective practice. Assessment includes written examinations and internally assessed coursework, such as redesigning products, modelling, and portfolio development.
- In Ontario, Grade 9 students must complete one Technological Education credit for their diploma. Grades 9 and 10 focus on hands-on, project-based learning in design, safety, skilled trades, and problem-solving. Technological Education courses also contribute to optional credits in Grades 11 and 12. Assessment is ongoing, varied, and follows Ministry of Education criteria to meet diploma standards.
- In South Australia, Design, Technology, and Engineering develops creativity and problem-solving through design and realisation in four key contexts: digital communication, industry and entrepreneurship, materials, and robotics/electronics. Students follow iterative design processes, considering ethical, legal, economic, and sustainability factors. Assessment includes internal tasks and external resource studies, moderated by the SACE Board.

Issues for Consideration

This section sets out a number of issues for consideration in the redevelopment of Technology. These arise from the nature of the subject itself, in addition to drawing on themes emerging in the previous sections of this background paper.

Empowering students for a technological future

In light of rapid technological advancement and global challenges, the revised specification for Leaving Certificate Technology offers an opportunity to enhance students' development of both senior cycle key competencies and essential technological skills. While technical and practical skills remain central, there is value in further supporting students to think critically about the social, ethical, and environmental impacts of technology. Deepening their understanding of the reciprocal relationship between technology and society can help foster informed, responsible engagement with current and future technological developments.

Additionally, students across all school contexts expressed a need for greater emphasis on digital tools and emerging technologies, with coding, electronics, and CAD highlighted as key areas for future careers. To address this, the development of the curriculum will require careful consideration of how best to prioritise the development of digital competencies, ensuring all students have opportunities to develop these competencies.

Balancing subject breadth with clarity and manageability

The current syllabus is perceived as overly broad and demanding, making it challenging for both students and teachers to complete the course within the 180 hours of class contact time. While the flexibility of the written examination allows the subject to evolve over time, some teachers and students noted that the unpredictability of the written examination further compounds this issue, leading to anxiety and reduced confidence among students.

In redeveloping the specification, it will be important to refine and prioritise essential learning outcomes, balancing the need for clarity in the curriculum with the flexibility to accommodate future developments. Deliberations on this issue of balancing breadth can consider how best to enhance clarity, progression, and manageability of the essential learning identified for inclusion. Decisions arising from these deliberations can positively impact on enabling teachers to plan more effectively and helping students engage more meaningfully with core concepts.

Integrating theory and practice

While the subject's active, student-centred approach fosters creativity, problem-solving, and student engagement, teachers report that the current syllabus often separates theoretical instruction from practical work, making it difficult to deliver a cohesive learning experience. Participants emphasised the importance of using practical, real-world tasks to introduce and reinforce theoretical concepts, but noted that time constraints and syllabus breadth often limit this approach. Students also expressed uncertainty about how to begin a process of design, which further highlights the need for more structured guidance to bridge the gap between theoretical knowledge and practical application.

To address these concerns, the curriculum should be carefully designed to create clear pathways that connect theory to hands-on work and provide students with the guidance they need to begin the design process.

Rebalancing project components

The current assessment structure for Technology at both higher and ordinary levels consists of two components: the project (50%) and the written examination (50%). At higher level, the project marks are divided equally between the Artefact (25%) and the Portfolio (25%). However, feedback from students and teachers indicates that this equal weighting does not accurately reflect the time and effort needed for each task. Increasing the weighting of the Artefact should be considered to better support creativity and align with how students naturally engage with the subject.

Concerns have been raised about the workload of the portfolio and that much of this work is completed outside of class. Additionally, concerns have been raised about the impact of artificial intelligence tools on portfolio submissions, raising questions about their responsible use, as well as issues of authenticity and fairness. In light of this, exploration of authentic ways to capture students' learning journeys will be important to the redevelopment process. And it will be important to consider the workload required by students to complete the assessment arrangements that are explored during the deliberations of this issue.

Section Summary

- The revised specification offers an opportunity to develop Senior Cycle key competencies and technological skills, while fostering critical thinking about the societal impacts of technology. It also allows for greater emphasis on digital tools and emerging technologies, with coding, electronics, and CAD identified as key areas for future careers.
- The current syllabus is perceived as overly broad and demanding, making it challenging for both students and teachers to cover all required content within the 180 hours of class contact time. The revised specification should prioritise essential learning outcomes, ensuring a focused yet flexible curriculum that can adapt to future developments.
- The revised specification offers an opportunity to better integrate theory and practice through practical, real-world tasks that reinforce theoretical concepts. Structured guidance to support design idea development, along with clearer pathways connecting theory to hands-on work, would help build student confidence and deepen learning.
- Assessment feedback highlights concerns regarding the equal weighting of marks between the Artefact and Portfolio, the portfolio workload, and the use of AI in portfolio submissions. The redevelopment of the specification should consider increasing the Artefact's weighting, reducing portfolio workload, and exploring more authentic ways to capture students' learning journeys.

Brief for the review of Technology

NCCA has established a development group to undertake the task of redeveloping a curriculum specification for Leaving Certificate Technology. The work of the Development Group is, in general terms, agreed by the NCCA Board for Senior Cycle and by the Council in the form of the brief set out below.

This brief is designed to provide the basis for redeveloping the Leaving Certificate Technology curriculum specification. While the brief is derived from the key insights and issues for consideration identified in the previous sections of this paper, it is also guided by the parameters for the design of assessment arrangements in the development of specifications for all Tranche 4 subjects (Appendix 1).

The specification will be student-centred and outcomes-based and in general terms, the specification should be broadly aligned with levels 4 and 5 of the National Framework of Qualifications. It will be available at both Higher and Ordinary level, and it will be designed to be taught and assessed in a minimum of 180 hours.

The specification will align to the template, agreed by Council, for curriculum specifications as set out in the *Technical form of curriculum specifications for subjects and modules in a redeveloped senior cycle* (NCCA, 2023). The Senior Cycle Key Competencies will be embedded in the learning outcomes.

The specification will be completed for Q2, 2027.

More specifically, the development of the new specification for Technology will address:

- How the specification aligns with the guiding principles of senior cycle and the vision for senior cycle education.
- How it can support continuity and progression, including how to connect with and build on related learning at junior cycle, transition year, and in other senior cycle subjects and modules as well as future learning in life, study, entrepreneurship, further education and training, higher education, apprenticeships, traineeships, and the world of work.
- A review of the subject's identity, emphasising its role in strengthening digital capabilities, critical thinking, and future-focused skills to meet evolving technological and societal challenges.
- The refining and prioritising of learning to reduce curriculum overload while enhancing clarity, coherence, and manageability.
- The design of the specification to support integrated teaching and learning methodologies in the classroom.
- Consideration of appropriate weightings for the internal structure of the Additional Assessment Component (AAC) and the manageability of its workload.
- Strategies to broaden the subject's appeal and encourage wider student engagement and participation.

The work of the Development Group will be based, in the first instance, on this brief. In the course of the work and deliberations of the Development Group, elaborations of some of these points and additional points may be added to the brief.

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Appendix 1: Overarching parameters for the design of assessment arrangements in the development of specifications for all Tranche 4 subjects.

1. **Background**

- The Minister for Education announced an update on September 20, 2023, on the approach to be taken to the introduction of new and revised subject specifications including how assessment would be addressed in those specifications. Specifically, the announcement indicated that:
    - Each subject shall have an assessment component in addition to the final written examination.
    - This assessment component (an AAC) will be worth at least 40% of the total available marks.
    - Each subject is to have one written examination; typically marks for the written examination will be 60%.
    - Typically, there should be two assessment components: One written examination and one other assessment component (an AAC).
- More than one AAC or written examination may be justified in exceptional circumstances and after extensive consideration of the overall assessment load on students. Such exception, however, would be based on strong, clear evidence that a second AAC or a second written paper in the final examination is essential to assess student learning which cannot be achieved through a single AAC and a single written examination paper.

2. **Introduction**

This document outlines the overarching assessment arrangements and parameters to guide the design of specifications for all Tranche 4 subjects which include:

- Art
- Economics
- French
- Gaeilge
- German
- Italian
- Politics and Society
- Spanish
- Technology.

This advice is informed by ongoing work with Tranche 2 and 3 subjects and will be amended, as appropriate, for future tranches which may take account of their subject areas and existing assessment arrangements.

The arrangements as detailed here reflect the policy direction issued by the Minister of Education that all subjects will have an assessment component, to be in a form that is not a traditional written examination, for those components to be set and assessed by the SEC and thereby lead to a reduced emphasis on final examinations in June of 6th year.

Specifically, the arrangements for all assessment components as outlined in this document are framed by the Minister's announcement(s) on March 29, 2022, and subsequently on September 20 2023. Underpinned by the following understandings, the assessment components:

- will not take the form of traditional written examinations
- will be set and marked by the SEC
- will be subject to SEC arrangements for their completion, authentication, and submission.

In developing the arrangements outlined below, the following rationale for moving towards all subjects having another assessment component beyond written examinations is central. This rationale is informed by deliberations on research commissioned by the NCCA and the SEC, and on the assessment literature more generally. From this work, it is evident that these components have the potential to:

- **Reduce dependence** on written summative examinations and therefore provide for a **broader assessment system**; written examinations have an important role but can be seen as a 'snapshot' of learning and can lead to teaching and learning having an excessive focus on examination preparation; other forms of assessment can mitigate the potential for this narrowing of learning by assessing aspects of student learning better and/or more comprehensively than written examinations alone can do; or assess learning that is not readily assessable through written examinations.
- Support and enhance teachers' understanding and assessment of **key competencies** by contributing to a greater understanding of how students' knowledge, skills, values, and dispositions are assessed.
- Provide opportunities for students and teachers to **reflect on student learning,** boost students' motivation to learn and enhance opportunities for formative feedback practices.
- Extend the range and diversity of assessment opportunities; including **spreading the assessment load** over the course of the last two years of senior cycle and thus contribute to a reduction in or spreading of pressure on students.
- Build and develop **teachers' assessment skills and assessment literacy** as teachers support students in working through the assessment activities as detailed within assessment briefs or guidelines.
- Generate student assessment data which can help reduce the vulnerability of the system to future unprecedented or unexpected system shocks such as COVID.
- Allow for assessment opportunities that are more **authentic** than a system relying on terminal written examinations solely.

It is also important to note that a review of the assessment literature more generally also indicates that when introducing other assessment components, it is necessary to consider how to mitigate risks, for example, of:

- over-assessment of students
- over-rehearsal of assessments
- the assessments becoming overly structured, compartmentalised, repetitive, and routine.

As is already the case where other forms of assessment apply, the new assessment arrangements will be guided by the overarching principles of equity, fairness, and integrity.

In addition, at a programme wide level (i.e. taking account of all subjects and modules implemented across schools), it is necessary to have regard to the overall assessment load on students primarily as well as on schools more generally. Whilst it can be expected that SDGs might focus on the approach to assessment in their own subject initially, they are encouraged to be mindful of the overall assessment load across all subjects and modules. Such programme level considerations will also include the methods of assessment being undertaken. As stated above more than one AAC or written examination may be justified in exceptional circumstances, and the following section outlines the process for such cases.

3. Process

This section sets out the process through which a variation to the parameters defined in this document will be considered and decided upon; for example, an additional AAC or a second final written examination.

1. Following extensive discussion by the SDG and after exploration of a range of options for a single suitable AAC/single written examination for the subject, the NCCA Executive generates a written note setting out the strong, clear case being made by the Development Group.
2. The written case is agreed and signed off by the Subject Development Group.
3. The written case is discussed with the Board for Senior Cycle.
4. The written case is discussed with the Council. On foot of this discussion, the Council decides whether or not to send the case forward to the Department.

   b) Having considered the importance of managing and spreading the assessment load for students, if the Council decides that the case isn't sufficiently strong to merit consideration by the Department, the Council requests the Development Group to work on the basis of the previously set-out parameters in this document applicable to the subject concerned.

   OR

   b) Having considered the importance of managing and spreading the assessment load for students, if the Council decides that the case is sufficiently strong to merit consideration by the Department, the Council agrees to send the case forward to the Department of Education.
5. In the case of 4b, the written case is sent to the Senior Cycle Redevelopment Programme Management Office (SCRPMO) in the Department of Education for consideration and response.
6. The Department may convene the Senior Cycle Redevelopment Implementation Group (SCRIG) to support its consideration of the request for a variation. The SCRIG is a Department-led structure established to provide oversight and support the co-ordination of work across the key agencies/organisations contributing to the redevelopment of senior cycle. Its members include senior officials from the Department (Curriculum and Assessment Policy Unit, Inspectorate, Teacher Professional Learning [TPL]), NCCA, SEC and Oide.
7. The Department decides to support or decline the request for the variation sought and communicates its decision in writing to the NCCA in a timely manner.
8. The Subject Development Group progresses its work in line with the Council's response (arising from 4a) or the Department's response (arising from 4b and 7).

4. Timelines

The process outlined above will require time. Such time, if involving a number of weeks, could have significant implications for the timeline for specific stages of work on the subject specification and/or the overall completion of the specification ahead of sending it to the Department for consideration. This time factor may necessitate NCCA organising additional online meetings of the Subject Development Group, the Board for Senior Cycle and the Council in order to ensure the development work remains within the overall timelines.

Table 1 below sets out the general parameters and processes to guide the work of the subject development groups (SDG) as they consider the most appropriate assessment for each subject. The specific parameters for each of the Tranche 4 subjects are set out in Table 2.

Table 1: Assessment parameters and processes – general application to tranche 4 subjects

Considerations	Parameters to guide the work of the development group.
Nature	The purpose and nature of the assessment component will be clearly outlined in the subject specification and accompanying guidelines to support the completion of the assessment. Details will be provided on the nature of the component. Existing examples include: • research project/extended essay • oral assessment • performance assessment • portfolio assessment • creation of an artefact • field study • experiment/ proof of concept/ practical investigation. The subject specification and the accompanying guidelines will articulate clearly what the students are required to do, the form(s) in which it can be carried out and submitted, and the workload expectations associated with the assessment. The alignment of the assessment component to a particular set of learning outcomes from the subject specification will be provided, as well as details on which key competencies and associated learning outcomes will be assessed. This does not preclude the same LOs from being assessed in the final examination.
Weighting	The assessment component in each subject will be worth at least 40% of the total available marks.
Timing	The SDG will advise on the time required for the carrying out of the assessment component across the course of study.
Completion and Submission	While the SDG may suggest when this may occur (as referenced above having regard to the assessment load on students in particular), a final decision will be made by the SEC following consideration of the overall

	schedule of completion dates for all assessments across all subjects. This will be finalised by the SEC following engagement with the NCCA and DE. The dates for final completion and\or submission of the assessment component by the student will be published by the SEC and this detail will not be included in the subject specification.
Design	The majority of assessment components will result in a completed item that is materially different to a traditional written examination, and which tests different competencies being transmitted to the SEC and assessed by the SEC. In some instances, the design of the assessment may require examiners to visit schools to conduct the assessment but manageability at school and system level will need to be considered.
Guidance	Guidelines to support the assessment components will be specific to each subject. These guidelines will be developed collaboratively by the NCCA and SEC. They will be informed by the deliberations of the SDG during the development of the specification and will detail: • the purpose of the component concerned i.e., what it is intended to assess. • the nature of the assessment component/activity. • descriptors of quality in the form of a graduated rubric and details on assessment standards at higher and ordinary levels if deemed necessary by the assessment method. • details on the timing of the assessment (its duration and when it could happen). • guidance on the processes that may be used for the administration of the assessment.

Table 2: Parameters for assessment arrangements for each Tranche 4 subject

Subject	Current arrangements	Parameters for new assessment arrangements
Art	*Practical coursework*: 50% (completed over 12 weeks); In December Year 6 SEC issue a sketchbook and brief with 3 themes and students choose 1. They must create 2 artefacts in 2 distinct areas of practice. 1 artefact is completed in this period, and they must engage in	Written examination: minimum of 30% weighting. Assessment component: minimum of 60% weighting in response to a brief issued by the SEC. Written examination will be set at higher and ordinary levels.

	planning for the second artefact to be produced in the practical exam. *Practical Examination*: 20% (5 hours); invigilated exam. Takes place 10 days after completion of practical coursework (above). The focus is the completion of the second artefact. Planning for this assessment is included in the sketchbook. SEC visit the school to assess both artefacts and the sketchbook. *Written examination*: 30% (2.5 hours)	
Economics	Written examination is 2.5 hours duration for higher level and ordinary level students and is awarded 400 of the 500 marks available (80%). Coursework is an individual student research project which is done in response to a common brief from SEC and is worth 100 marks (20%). It is based on the learning outcomes from the specification. The common brief is graded in line with the standards that apply to the level at which the candidate sits the written examination.	Written examination: 60% weighting. Assessment component: 40% weighting. Written examination will be set at higher and ordinary levels. Assessment component would be based on one submission to SEC in response to a brief.
French	Oral examination: HL: 25% OL: 20% Listening Comprehension: HL: 20% OL: 25% Reading Comprehension: HL: 30% OL: 40% Written Expression: HL: 25% OL: 15% Oral examination is approx. a 15-minute conversation conducted over the Easter period	Written examination: min 45% weighting. **Assessment components:** Oral assessment: minimum 20% weighting Aural assessment: minimum 20% weighting Written examination will be set at higher and ordinary levels.

	Reading and Writing assessment completed during a 2.5-hour exam in June Listening Skills assessment during a 40-minute examination following the reading and writing assessment. No prescribed text. Focus of oral assessment is a general conversation based on the syllabus content and may include a literary work or a project the student has worked on.	
Gaeilge	**Higher and Ordinary Levels** Written examination with 2 papers: Paper 1: HL 2 hr 20; OL 1 hr 50 (160 marks) Aural (60 marks) Composition (100 marks) Paper 2: HL 3 hr 5; OL 2 hr 20 (200 marks) Reading comprehension (HL and OL: 100m) Prose (HL 30m; OL 50m) Poetry (HL 30m; OL 50m) Additional Literature (HL 40m) Oral Examination: 240 marks For HL and OL: ▪ Introduction: 5m ▪ Poetry reading: 35m ▪ Conversation: 120m ▪ Picture sequence: 80m **Foundation Level** One written paper: 2 hr 20 (360 marks) Aural (120m)	Written examination (inclusive of aural, composition and comprehension): minimum 50% weighting Oral assessment: minimum 40% weighting

	Reading Comprehension (150m) Writing (90m) Oral examination: (240 marks) This is divided into 4 blocks as follows: Block 1: Family and Home Block 2: School Matters Block 3: Pastimes Block 4: Holidays, time, weather and work.	
German	Oral examination: HL: 25% OL: 20% Listening Comprehension: HL: 20% OL: 25% Reading Comprehension: HL: 30% OL: 40% Written Expression: HL: 25% OL: 15% Oral examination is approx. a 15-minute conversation conducted over the Easter period Reading and Writing assessment completed during a 2.5-hour exam in June Listening Skills assessment during a 40-minute examination following the reading and writing assessment. No prescribed text. Oral has 3 parts: A: General conversation based on the syllabus content B: Discussion of project or picture sequence C: Role play situation	Written examination: min 45% weighting. **Assessment components:** Oral assessment: minimum 20% weighting Aural assessment: minimum 20% weighting Written examination will be set at higher and ordinary levels.
Italian	Oral examination: HL: 25% OL: 20% Listening Comprehension: HL: 20% OL: 25% Reading Comprehension: HL: 30% OL: 40%	Written examination: min 45% weighting. **Assessment components:**

	Written Expression: HL: 25% OL: 15% Oral examination is approx. a 15-minute conversation conducted over the Easter period Reading and Writing assessment completed during a 2.5-hour exam in June Listening Skills assessment during a 40-minute examination following the reading and writing assessment. Option of studying a prescribed text. Oral has 3 parts: A: General conversation based on the syllabus content B: Role play situation C: Picture sequence	Oral assessment: minimum 20% weighting Aural assessment: minimum 20% weighting Written examination will be set at higher and ordinary levels.
Politics and Society	Written examination is worth 80% of the total marks available, and the exam is 2 hour 30 minutes in duration. Coursework is a report on a Citizenship project and is allocated the remaining 20%.	Written examination: typically, 60% weighting. Assessment component: minimum 40% weighting. Written examination will be set at higher and ordinary levels. Assessment component would be based on one submission to SEC in response to a brief.
Spanish	Oral examination: HL: 25% OL: 20% Listening Comprehension: HL: 20% OL: 25% Reading Comprehension: HL: 30% OL: 40% Written Expression: HL: 25% OL: 15% Oral examination is approx. a 15-minute conversation conducted over the Easter period	Written examination: min 45% weighting. **Assessment components:** Oral assessment: minimum 20% weighting Aural assessment: minimum 20% weighting Written examination will be set at higher and ordinary levels.

	Reading and Writing assessment completed during a 2.5-hour exam in June Listening Skills assessment during a 40-minute examination following the reading and writing assessment. Option of studying a prescribed text. Oral has 2 parts: A: General conversation based on the syllabus content with the option of discussing a literary work B: Role play situation	
Technology	Written examination at both higher and ordinary levels is worth 200 marks (50%). The higher-level written examination is 2.5 hours in duration and the ordinary level written examination is 2 hours in duration. Coursework at both higher and ordinary levels is worth 200 marks (50%). The coursework differs with separate briefs set for higher level and ordinary level. Briefs are issued around 1st October (Year 6) with a completion date of 30th March approx.	Written examination: 50% weighting. Assessment component: 50% weighting. Written examination will be set at higher and ordinary levels. Assessment component would be based on one submission to SEC in response to a brief.

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